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ABSTRACT

The activities outlined in this booklet for reading and the language arts at the primary level are intended to enable teachers to vary the rate of individual student progress through a common instructional sequence, provide materials that allow for a high degree of enrichment, and make available many materials and activities for practice on basic skills development (remediation). Instructions for teaching children to make their own study kits are followed by illustrations and directions (including the objectives, materials, and procedures) for activities involving reading readiness, the alphabet, consonants and blends, vowels and related spellings, vocabulary and sight words, word structure, descriptive language, spelling, sentence structure, alphabetizing words, and discriminatory reading. Suggestions for making both student and teacher evaluation charts conclude the booklet. (JM)

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PRACTICAL ACTIVITIES FOR INDIVIDUALIZED TEACHING: READING AND LANGUAGE ARTS

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TABLE OF CONTENTS

	Page
INTRODUCTION	1
THE STUDY KIT	3
ACTIVITIES	6
Readiness	6
Alphabet	6
Consonants and Blends	8
Vowels and Related Spellings	14
Vocabulary and Sight Words	20
Word Structure	24
Descriptive Language	27
Spelling	29
Sentence Structure	30
Alphabetizing Words	33
Discriminatory Reading	33
EVALUATION	35

It is common knowledge among teachers of primary children that every child progresses at a rate that is as unique to him as is his dimpled smile. Every teacher is cognizant of the fact that each of these individuals should receive instruction that fills his own needs. It is also a fact, however, that accomplishing this type of individualized instruction is extremely difficult in the situation most teachers face in the classroom today--thirty children, no aide, and a shortage of funds with which to purchase expensive commercially produced individualized instructional materials and activities.

What then can the concerned teacher who refuses to ignore the student's individual needs do? It is the purpose of this booklet to present a means of alleviating much of this problem in the primary and elementary grades by providing concrete suggestions for classroom-proven activities to each teacher. When teachers choose to employ these suggestions in their classrooms, it will (1) allow them to vary the rate of individual progress through a common instructional sequence, (2) provide materials that allow for a high degree of enrichment, and (3) make available many materials and activities for drill and practice on basic skills development (remediation).

In the following pages can be found many activities and materials which can be planned and constructed from inexpensive and easily obtainable materials. Inherent in each activity described is the possibility for many similar activities which teachers will create once they have discovered the thrill of success as each child works within a learning situation prepared to teach or reinforce the specific skills he lacks. Most important he will enjoy his new "school-work."

Teachers have successfully utilized these activities in a number of ways in their classrooms. With proper planning, this approach may be used as a total method of instruction with very little large group instruction, especially in the kindergarten, first, remedial, and special education classes.

In other classrooms the activities have been used as a means of reinforcing what has been taught in group instruction. In this case, the activities are done primarily on assignment as a child needs further drill. This type of use is especially good in reading or mathematics time blocks of one hour or more.

In a structured classroom with total class instruction, the activities may be used as free time exercises and as enrichment for the child who is always finishing his work first.

It may be advantageous for teachers to use a combination of all three approaches in the classroom. The routine which works best with each group of children should be established. The children will be eager to use the materials, so several should be completed and introduced to the class before the program is begun. This will allow the teacher to see the children's reactions, to get the feel of the program in operation, and to recognize the advantages of this kind of teaching.

For ease in storage and handling, all charts should be nearly the same size, approximately a twenty inch square. Expect the charts to be handled. Because they will soon become soiled and dog-eared, laminate them if a press is available.

Teachers tend to enjoy teaching when success is commonplace with their students. Success and a far different and more pleasant attitude on the part of the students toward school and learning will result when these activities are introduced into the classroom. Any teacher using them should be prepared for the most rewarding year of teaching possible.

THE STUDY KIT

The study kit is an integral part of the "activity" approach to learning in the earliest primary grades (K-3). The student-prepared materials serve as motivation and provide reinforcement of skills learned in class. The child develops responsibility as he is given complete charge of his own study kit.

Each child makes his study kit by folding a large piece of heavy paper (bookcovers are ideal) and gluing or stapling ends, folding a flap over the top much like an envelope, and clipping to secure when closed.

Beginning as soon as he is able, each child makes the materials he needs for his own study kit. For example, a child might make a math matching activity. The child cuts rectangles from a sheet of typing paper. (These won't be extremely neat, but let the child do it himself.) The child then places dots on one set of rectangles to correspond with numbers found on another set. A similar language activity may find the child matching a set of cards with upper case letters and another set with lower case letters.

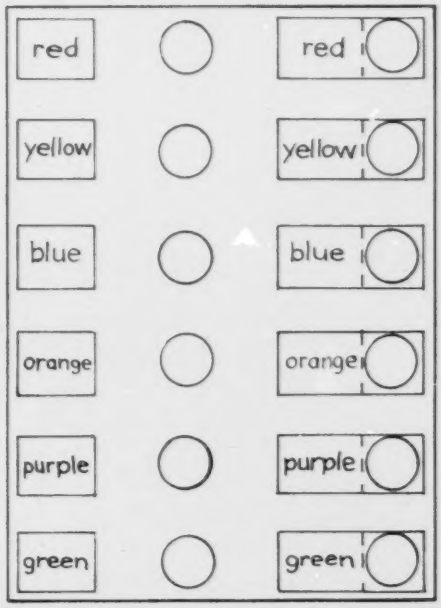
The teacher must direct the preparation of these materials, but the child may use it independently at his desk or carry it home so that parents may see the child's progress. Most primary school children will be eager to carry this kit home in order to demonstrate their newly found skills and abilities.

As the child progresses, the nature of the material in the kit changes to fill the child's individual needs.

The following material will be on a more difficult level and teachers must constantly guard against making an activity so difficult that the student will experience failure and become frustrated. The object of this particular

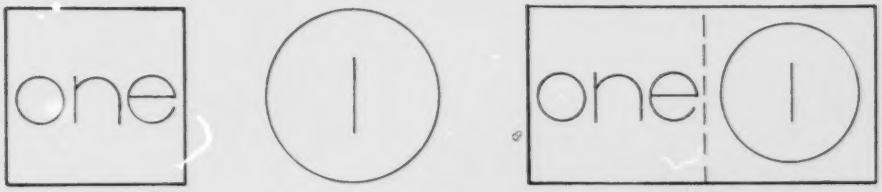
activity is the recognition of color words.

Each child should be given a mineographed sheet which looks like the following illustration. He will color the circles the designated color, then cut out the shapes and place them in his study kit.



To use this activity, the child first removes the circles from the kit and lays them on his desk. He then removes the squares and places the color word beside the appropriately colored circle. When he has completed this, he removes the rectangles from the kit. By placing these beside the other figures, he can check his work independently and get immediate reinforcement.

This same activity may be done with numerals and number words.



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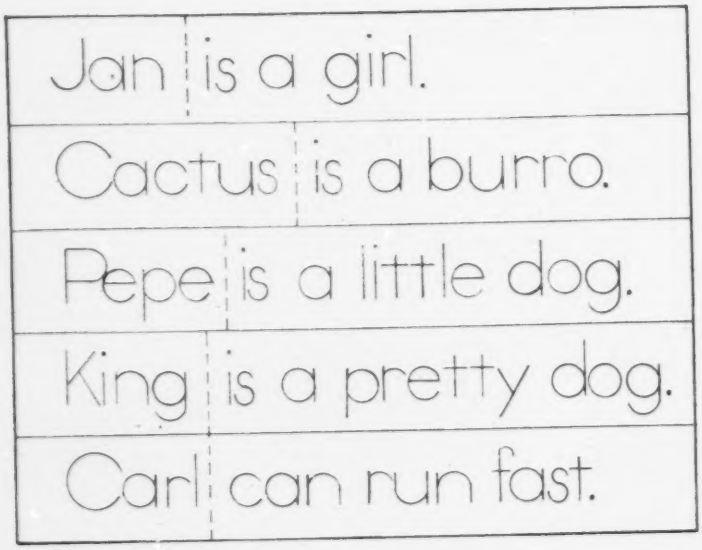
An activity to teach the names of characters introduced in the basal reading series is excellent for developing an adequate sight vocabulary in the primary grades.

Each child in a reading group will be given a mineographed sheet containing sentences about the characters. (Always remember to keep the first activity in a sequence easy.)



The child reads the sentences with the teacher's help and cuts out strips, then cuts along dotted lines. He places the strips in his study kit for later use. When free time exists, he removes the strips from the kit and matches the proper names with the appropriate sentence fragments. (Always allow the student to construct his own activities for the study kit when possible.)

The study kit is also an ideal means of encouraging superior students to increase their spelling power. Allow the child to select five words which he wants to learn to spell. Write the words (the student may do this) and put them in his kit for him to study for one week. At the end of the week, take a few minutes to test his spelling of the words. Students often prefer to work together in activities of this type.

OBJECTIVE: Each child will match two objects which are generally associated.

MATERIALS: On a chart place pictures of objects such as a bowl, shoes, cup, desk, etc. In an envelope place pictures of objects which are generally associated with those on the chart, such as a spoon, socks, a saucer, a chair, etc.

PROCEDURE: The child will match the two related items.

OBJECTIVE: Each child will recognize all letters of the alphabet.

MATERIALS: Make a chart containing letters of the alphabet. In an envelope place small cards on which have been written all the letters of the alphabet. Have two sets of cards, one with small letters and one with capital letters.

PROCEDURE: This is an individual activity. The child matches the letters on the small cards to those on the chart. An activity of this type could also be used during the transition from manuscript to cursive writing.

OBJECTIVE: The child will recognize the letters of the alphabet and place them in sequential order.

MATERIALS: On a chart print letters of the alphabet in sequential order omitting some of the letters. Leave spaces blank to be filled by the child.

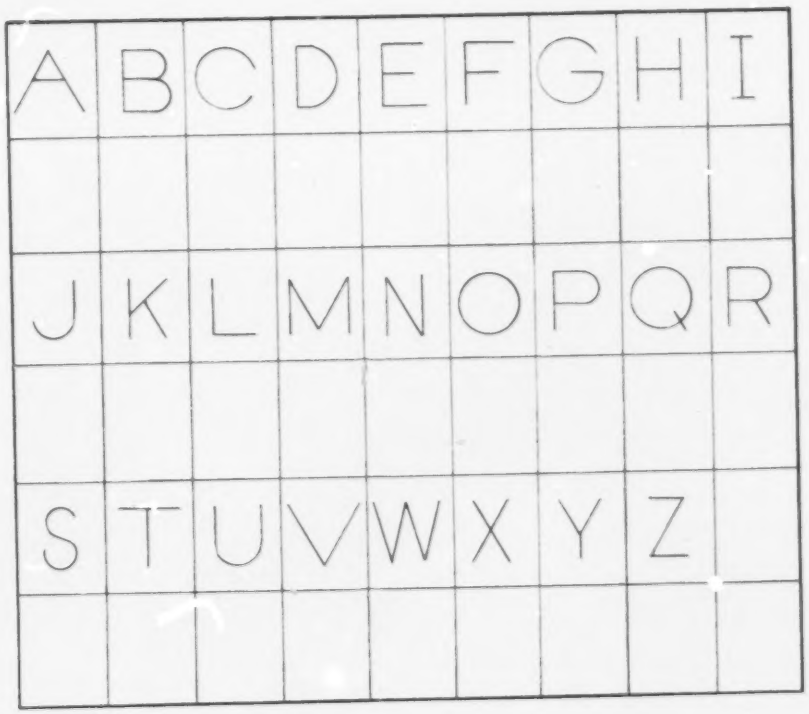
An additional set of letters (ones missing from chart) should be made on pieces or cardboard and placed in an attached envelope. Note: This same activity could also be used with numerals.

PROCEDURE: The child removes the alphabet cards from the envelope and places them in the correct blanks. This activity should be used with both manuscript and cursive letters. The same should be done using both upper case and lower case letters.

OBJECTIVE: Each child will recognize and write the letters of the alphabet.

MATERIALS: Cover a piece of scrap, lightweight, smooth, rectangular shaped plywood or paneling with smooth white contact paper. Using a permanent black felt tip marker, divide the chart into squares. In one set of squares write a letter of the alphabet. Leave the adjacent square blank except for lines on which the child will write.

After the permanent letters are completed, cover the entire chart with clear contact paper. Different charts may have only upper or lower case letters, while others may employ a combination of the two for the advanced student.

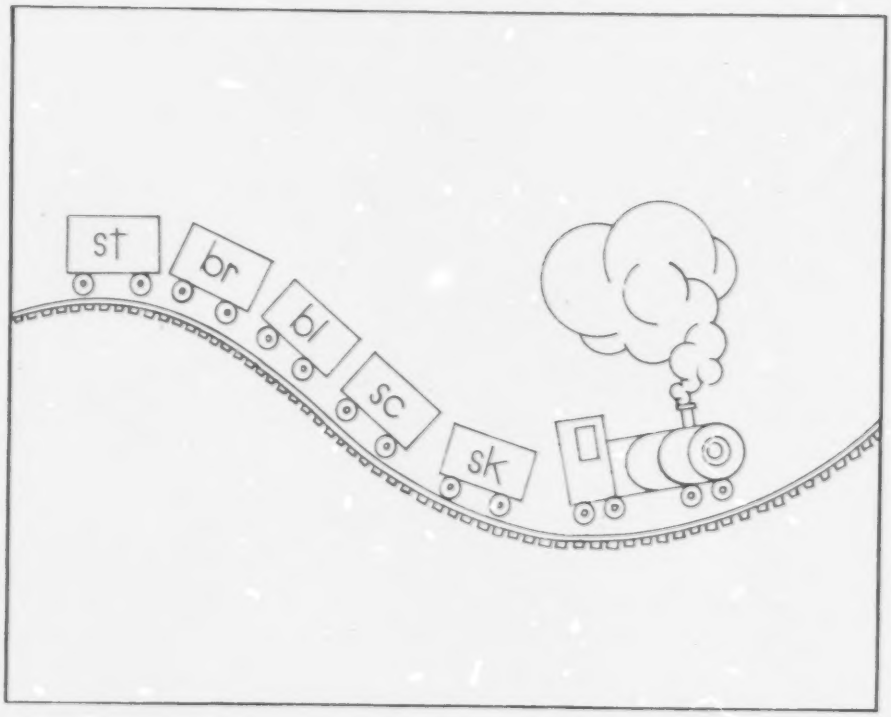


PROCEDURE: The child will use a felt tip pen or other suitable writing instrument to write directly on the chart. When the teacher has checked his work, the letters the student has made can be wiped off with a damp cloth.

OBJECTIVE: Each child will recognize consonant blends and their spellings.

MATERIALS: On a piece of posterboard glue several small boxes. Design a train engine on posterboard (use opaque projector if necessary) and make boxcars from the boxes. Write consonant blends on small cards and attach to each boxcar.

On small cards write words which contain blends. You may want to use pictures on the cards in the first activity in the sequence.



PROCEDURE: This is an activity for two children. Child one removes a word from the envelope and without showing the word card to child two, pronounces the word. Child two then points to the boxcar in which the word card should be placed. He is then shown the word and if he was correct, he places the word card in the boxcar. When all cards are placed, they are removed from the cars, shuffled, and the children change positions to repeat the sequence.

OBJECTIVE: Each student will recognize consonant blends as used in words and will recognize the common spellings of the blend sound.

MATERIALS: Divide a chart into sections. In each section write a word which contains a blend. Leave a blank in the word instead of writing in the blend.

Blends B-1				
st ay	stay	_ue	_am	_ed
_ove		_eat	_it	_id
_ing		_in	_art	_ive
_ick		_ad	_ink	_are
_eed		_ip	_ag	_op
_eak		_at	_ab	_ow

On small cards write the blends which are needed to complete the words.

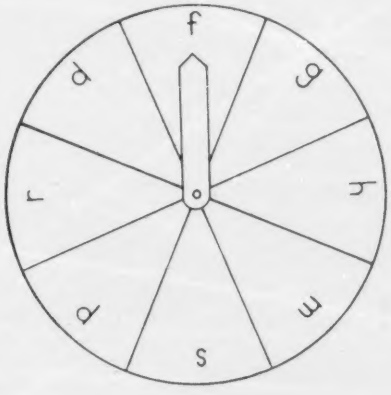
On another set of cards write the complete word.

PROCEDURE: Two children may work on this activity together, or it may be an individual activity. The individual child will place the blends in the appropriate word blank. Next he matches the word card to the completed word on the chart.

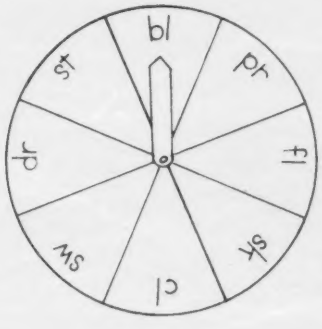
If two children participate they should make oral sentences using each word as it is matched. If a child is working alone, he should pronounce the words to his teacher or another student who has successfully completed the activity previously.

OBJECTIVE: Each student will demonstrate his ability to use words beginning with consonants by saying a word and using it in a sentence.

MATERIALS: Divide a circular piece of posterboard into pie shaped sections. Label each section with one consonant. Utilize a spinner in the center to determine which of the consonants will be worked with in a complete sentence.



Note: This same kind of activity could be used in working with almost any part of the beginning reading program. For older students, the pie shapes may be labeled with homonyms, synonyms, vowels, blends, etc., which the students will match with answers provided on separate answer blanks.



PROCEDURE: Two or more children could be involved in this activity. Each student will use in the blank the consonant on which his spinner stopped. If he makes a correct sentence, he may continue in the game, while those failing to use the consonant in a sentence must drop out.

OBJECTIVE: Each child will recognize the consonants and the sounds for which each is a symbol.

MATERIALS: On a large poster board place pictures which illustrate objects the names of which begin with various consonants.

In a large envelope place small cards on which are written consonants.

PROCEDURE: This is an individual activity. The child places the consonant cards under the picture which the consonant correctly labels.

OBJECTIVE: Each child will be able to recognize the consonants and the sounds symbolized by each letter.

MATERIALS: Each child participating in this activity will need a catalog he may cut from, scissors, paste or glue and a piece of poster board. Have children save backs from tablets for making mini-posters.

PROCEDURE: Place a consonant on the top of the poster board. Instruct the child who needs practice with that particular letter to find articles in the catalog which begin with that letter. The child is to make a mini-poster of the consonant sound. This activity could also be used with long and short vowel sounds.
Note: Display these posters if at all possible. A variety of posters may be made by children who require practice in phonics or enjoy social studies activities.

A. Cut out a picture of a boy. Find clothes for him to wear in the winter.

B. Make a poster of things mother would use in the kitchen.

C. Make a picture of things you'd like for your room at home.

D. Find as many things as you can that begin with the sk sound.

E. How many things can you find that you can ride on?

F. How many soft things can you find?

G. Put as many blue things on your poster as you can find.

H. Find toys you'd like to give two of your friends for their birthday.

I. Make a poster of things a farmer might use in his garden.

OBJECTIVE: The child will be able to distinguish consonants and the sounds they represent.

MATERIALS: A chart such as the one shown below.

ba_	ba_	ba_	ba_	t g r d
ca_	ca_	ca_	ca_	t p r n
sa_	sa_	sa_	sa_	t d g m
ma_	ma_	ma_	ma_	n p d t

In all but the last section write words which are the same except for the ending sound. In the last section place four letters which may be used to complete the omitted letter in each word.

On small squares write the consonants which are also written in the last section on the chart. Place these in an attached envelope.

PROCEDURE: The child removes the letters from the envelope and places the letters in the blanks to form words.

OBJECTIVE: Each child will recognize consonant blends and the sounds they represent.

MATERIALS: Prepare a chart by placing pictures of objects the names of which begin with consonant blends. Write the names of the object beneath the pictures omitting the beginning consonant blends.

On small cards write the consonant blends needed to complete the word. Place cards in an attached envelope.

PROCEDURE: The child matches the card to the picture and the partial word where the blend is needed to complete it.

OBJECTIVE: Each child will distinguish between consonant blends and single consonant sounds.

MATERIALS: On a chart place pictures of objects the names of which begin with a consonant or a consonant blend.

In an envelope place the blends which are needed to represent beginning sounds of words.

PROCEDURE: The child will place under the picture the blend which represents the beginning sound.

OBJECTIVE: Each child will recognize word ending sounds as represented by consonants.

MATERIALS: Make a chart containing small pictures of objects, the names of which end in a consonant sound. In an envelope place consonants which represent the ending sounds. Label envelope to correspond with chart for quick identification.

PROCEDURE: This is an individual activity. The child places the letter under the picture with the corresponding ending sound.

OBJECTIVE: Each child will be able to identify vowel sounds.

MATERIALS: On a piece of posterboard place pictures the names of which contain a short or long vowel sound. In an envelope place vowels marked long or short. Have enough vowels to label each picture on the chart.

PROCEDURE: The child places the correct vowel in the word space under the picture.

Note: There are several charts which could be made for this activity. A chart with long vowel sounds or a chart with only short vowels would be especially helpful for the student who has difficulty identifying the vowel sounds.

OBJECTIVE: Each child will recognize short vowel sounds.

MATERIALS: Divide a large chart into five sections. Above each section write a short vowel symbol. On small index cards, cut in half if possible, glue or draw pictures of objects whose names contain the short vowel sounds. Place the cards in an attached envelope.

PROCEDURE: The child places the picture cards in the section of the chart which designates the corresponding vowel sound.

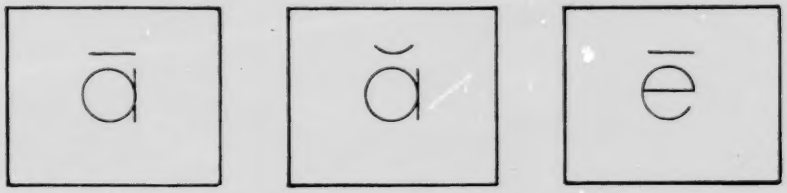
Note: A similar chart may be made using the long vowel sounds.

OBJECTIVE: Each child will recognize the long vowel sounds.

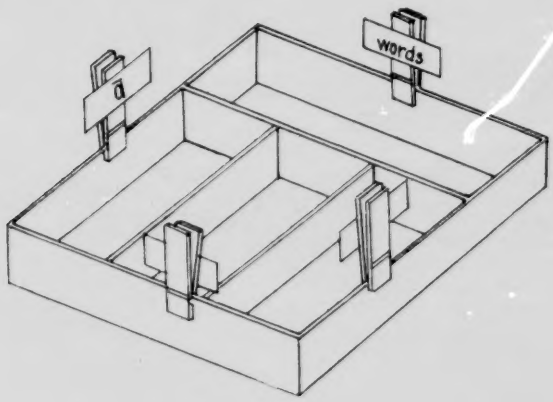
MATERIALS: Purchase an inexpensive plastic cutlery tray or glue and staple several small boxes, such as match boxes, together. On wooden clothespins glue tags. On one tag write the following:

> Here are some words.
> Place them in the box
> that names the vowel
> sound you hear in the
> words.

On the other tags write vowel sounds.



Clip pins to boxes similar to the following illustration.



PROCEDURE: The child will sort the words from the original stack to the box appropriately tagged with the vowel sound heard in the word.

Note: Any number of word cards and tag sets may be made. The same tray may be used repeatedly.

Other suggestions for word cards and tag sets are:

- Short vowel sounds
- Homonyms
- Antonyms
- Synonyms

OBJECTIVE: Each child will be able to distinguish vowel sounds and to read words containing these sounds.

MATERIALS: Make cards from posterboard or any stiff material that can be clearly written on. (Ask your children to bring the cardboard from packages of hose their mothers use. Save your own. These may be used for flashcards, for mini-posters which the children can make, or for cards such as these.) Cut an even number of cards, no more than thirty for each game. Write a word on each card; make pairs by using the same vowel sound on two cards. Do not use the same word. Example: one pair of cards might read <u>seed</u> and <u>bee</u>. Cards may be made for any vowel sounds, such as the ō sound spelled with <u>ow</u> as in <u>row</u> and <u>bowl</u>. Sets might also be made using consonants or consonant blends.

PROCEDURE: Two children may play "Vowel Concentration" either on a large table or on the floor. The cards are arranged in rows, face down, after being shuffled. The first child picks up two cards and says the words aloud. If they match, he keeps the pair. If not, the cards are returned face down to the positions they occupied. The next child then attempts to pick a pair of cards, trying to remember cards which have been shown previously. After all the cards have been collected, the child who has the most cards wins the game.

OBJECTIVE: Each child will recognize and pronounce words containing long and short vowels.

MATERIALS: Make a set of 25 cards, 12 pairs and one odd card, a joker. On twelve of the cards write words which have a

short vowel sound. On the other twelve, write the same, but add a silent e to make the vowels have a long sound. The two matching words constitute a pair.

Example: kit - kite, mut - mute
fat - fate, ton - tone

PROCEDURE: Two or three children could play this game. The rules of Old Maid are suitable for it with slight variations.

The leader deals to all children until all cards are dispersed. Each child then groups his pairs and places them face down near him after pronouncing the words and showing cards to other players. Each child draws in turn a card from the neighbor to his right, attempting to match his pairs and keep the joker. Play continues until all pairs are matched. The child who has the joker wins.

Be sure to give the game an exciting name. The name might be determined by the picture placed on the joker. Try using different jokers that are constructed with a school picture of different students in the classroom.

OBJECTIVE: Each child will recognize the common vowel sounds and be able to read words containing these sounds. Each child will be able to add combinations of numerals to ten.

MATERIALS: This is an activity called Vowel Dominoes. Cut 25 small cards. Draw a line down the middle of each card.

There are five suits in the cards, one suit for each of the five vowels. On one end of five cards write five words containing the same short vowel sound. On the other end write words containing the five different short vowel sounds. Next number both ends of the cards. The end of the cards containing the same vowel sound would all be given the same numerals. The other end of the cards would be numbered in consecutive order from one to five. Each suit of cards should be numbered alike. See the example on the following page.

bed 5 _____ 5 get	bet 5 _____ 2 such	red 5 _____ 3 big	fed 5 _____ 1 pat	sled 5 _____ 4 rod
bring 4 _____ 4 button	sing 4 _____ 5 did	sit 4 _____ 3 belt	it 4 _____ 2 hot	win 4 _____ 1 bad
dust 3 _____ 3 up	duck 3 _____ 5 tap	cup 3 _____ 4 doll	must 3 _____ 2 stem	truck 3 _____ 1 give
clock 2 _____ 2 lot	drop 2 _____ 5 tell	stop 2 _____ 4 rust	nod 2 _____ 3 plant	not 2 _____ 1 think
cat 1 _____ 1 man	pass 1 _____ 2 bit	hat 1 _____ 3 got	stand 1 _____ 4 fell	glad 1 _____ 5 luck

PROCEDURE: Two to four children may participate in this activity. The number of cards dealt to each child depends on the number playing. Five cards should be left for any child to draw from if he cannot play a card he has in his hand.

The same rules that are used in dominoes could be used in this activity, but the vowel sounds of the adjoining ends

of the cards must be the same. For more mature students the activity could be conducted in such a way that the exposed ends of the cards(numerical values) are added, the sum of which must be an even five or ten before the player receives points.

The classroom teacher must adjust this activity to the level of her students.

OBJECTIVE: Each child will recognize sounds represented by the following letter combinations: ow, ou, ey, and ay.

MATERIALS: Divide a chart in three vertical columns. Across the top of the chart write the question, "Do these words have the same sound?" Leave the third column blank. On the horizontal lines write pairs of words such as show and owl.

In an envelope place small cards with yes or no written on each card.

PROCEDURE: The child places the card with either yes or no in the third column indicating whether the words have the same sounds.

Note: Any number of variations of spellings and sounds may be used to make a number of activities such as this.

OBJECTIVE: Each child will recognize the sound represented by spellings such as IGH, EIGH, OW, OU, EAR, ...

MATERIALS: On a chart place phonemic spelling of words children have previously met in basal reading series.

In an envelope place the words as the child sees them in his book.

PROCEDURE: The child matches the words from the envelope to those on the chart.

OBJECTIVE: Each student will recognize basic vocabulary words and their meaning and usefulness to people.

MATERIALS: Divide and title a chart as follows:

WHERE DO I WEAR IT?

HEAD	HAND	FEET
Hat	Ring	Socks
Cap	Glove	Shoes
Wig	Mitten	Slippers

On cards to be placed in an attached envelope the above words should be written.

Note: A similar chart with the same headings but utilizing pictures instead of words would and should precede the above activity. The students will enjoy searching for the pictures. You may want each child to have his own small chart (use cardboard from hose packages) and find as many pictures as possible that would fit into one of the above mentioned categories.

PROCEDURE: The child removes the word card or picture card from the attached packet and classifies each into its appropriate category.

OBJECTIVE: The child will follow directions which designate top, bottom, left, right, above, below, etc.

MATERIALS: Write ten sentences on a chart. For example:

Place brown circle in center of chart.
Place red square in top right corner of chart.
Place small green circle inside red square.

Specific instructions should be given to the child for what

he is to do with the chart and materials in the envelope. The envelope should contain sufficient colored symbols to allow the child to complete the activity. For example:

Brown circle
Red square
Small green circle

PROCEDURE: This is an individual activity in which the child simply follows instructions. Begin first with a chart with simple instructions and progress to more difficult tasks on later charts.

OBJECTIVE: Each child will develop an understanding of size relationship and recognize words describing size.

MATERIALS: On a chart write questions about size relation:

What is taller than a dog but smaller than a horse?
What is taller than a tree but lower than the sky?
What is bigger than a car but smaller than a train?

Use ten questions on each chart. In an envelope have pictures of objects which answer the questions: a cow, a skyscraper, a bus.

PROCEDURE: The child will associate the correct picture with the corresponding question.

OBJECTIVE: Each child will recognize and pronounce the basic sight words.

MATERIALS: Cut small cards from posterboard. On each card write a word used in your basal reading series. Each set of cards could have as many as fifty words. Place the cards in a packet or box.

PROCEDURE: This is a game for as many as five children. The children sit in a circle on the floor. Each child in turn picks up a card. If he can read the word on the card, he keeps it.

If not, the card must be returned to the bottom of the stack which is in the center of the circle. Cards are placed face down.

When all cards have been taken from the stack, the child holding the most cards wins the game.

This activity could be repeated several times at different levels during the course of a school year.

OBJECTIVE: Each child will recognize and categorize basic sight or basal reading vocabulary words.

MATERIALS: Divide a chart into four vertical columns. Label each column.

food	toys	animal	money

In an envelope place words which fit into categories labeled in the column heading.

PROCEDURE: The child places the words under the correct heading. Note: An endless variety of headings may be used on numerous charts.

OBJECTIVE: Each child will classify basic vocabulary words.

MATERIALS: On a chart write five headings using verbs such as build, play, eat, wash, write.

On small cards write nouns which are generally associated with these verbs such as house, nest, ball, games, cake, hamburger, hands, clothes, story, song.

PROCEDURE: The child places the words from the envelope into the correct column.

OBJECTIVE: Children will recognize basic vocabulary list from basal reading series.

MATERIALS: On a chart write questions using words which have been introduced in reading series. At the end of each question write the words YES and NO. In an envelope place small squares of tag board.

PROCEDURE: The child reads the question and covers the incorrect answer at the end of the sentence. Two children might work together on this activity.
Note: Bottle caps, stored in a large box or can, might be used to cover words. This would eliminate need for envelope attached to chart.

OBJECTIVE: Each child will recognize that most basic vocabulary words have more than one meaning and may fill more than one sentence slot.

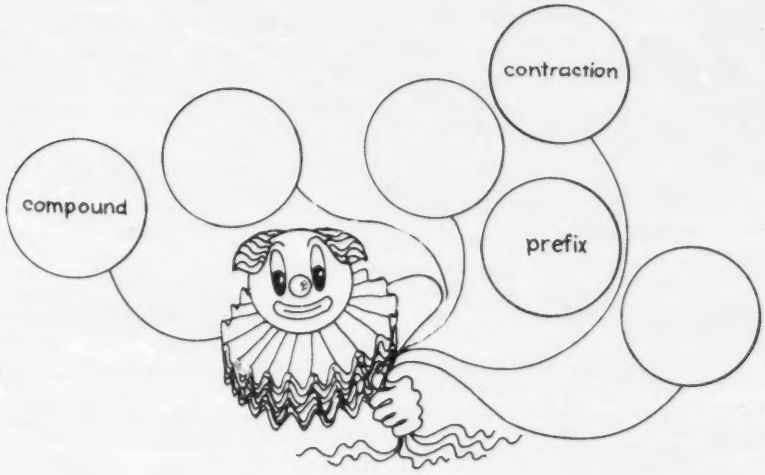
MATERIALS: Use three sets of colored index cards, each set a different color and containing ten cards. On Set I write basic vocabulary words which have a variety of definitions. Put one word on each card. Example: Dress
On Set II write one meaning of each of the words in Set I. Example: "Something a girl wears"
On Set III write a second meaning for the word in Set I. Example: "To put clothes on"

PROCEDURE: One to three children may engage in this activity. The child holding Set I cards calls the word written on his card. The children with sets two and three then match the cards from Set I. Continue until all cards are matched.

OBJECTIVE: The student will recognize compound words, contractions, and words with prefixes.

MATERIALS: On a chart draw a clown holding six balloons. Color two balloons red, two yellow and two green.

In one red balloon write compound. In one yellow balloon write contraction. In one green balloon write prefix.



Cut circles the size of the balloons. On each circle write a compound word, a contraction, or a word which contains a prefix. Then place a colored dot on the back of the circle so that the dot matches the balloon in which it will be placed. For example, on a circle with a yellow dot write can't. On a circle with a green dot write unhappy. On a circle with a red dot write cowboy.

PROCEDURE: The child removes the circles from the envelope and places them all face up so that the dots are hidden and the words are visible. Without looking at the dots on the back, he places words in correct categories by placing them in the empty colored balloon next to the balloon with the category label. When all words have been placed, the child may check his work by seeing if colored dots on back of circle corresponds to color of balloon in which the circle was placed.

OBJECTIVE: Each child will recognize root words and suffixes used to make new words.

MATERIALS: Divide a chart into sections. Label each section with a suffix, -er, -est, -ly, -ed, -ing, -y.

In an envelope numbered I place words which have had suffixes added.

In envelope II place root words written in contrasting ink color.

PROCEDURE: Child removes all words from envelope I and places them in the section which designates suffix.

Child then removes root words from envelope II. These uninflected words are to be matched to the inflected words already placed under correct suffixes.

Note: This same activity may be used with prefixes.

OBJECTIVE: Each child will recognize suffixes and inflected words.

MATERIALS: Draw a large circle on a chart. Divide the chart into pie shaped sections. In each section write words which may all have a common suffix added.

On an arrow attached to the center of the circle with a brass fastener, write a suffix which may be added to the words.

On a small card write the inflected words which can be made from adding the suffixes to the word. Place words in an envelope to be attached to the chart.

PROCEDURE: One or two children may engage in this activity. The first child spins the arrow. The second child must find the word on the card which has been made from the suffix on the arrow and the word in the section in which the arrow stops. Continue until all cards are used. Note: Numerous activities can be made using this same idea.

OBJECTIVE: The child will identify plural and singular word inflections.

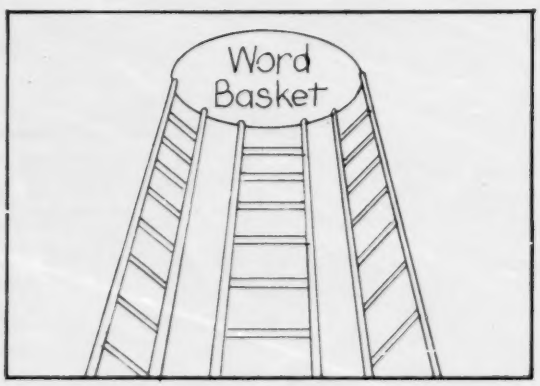
MATERIALS: On a chart draw two vertical columns. Label the first ONE and the second MORE THAN ONE. In an envelope place singular and plural words.

PROCEDURE: Child will place words from envelope in appropriate columns.

OBJECTIVE: The child will produce compound words from shorter words.

MATERIALS: This is a game for three children. On a chart draw three ladders. Each ladder should be a different color. On each of the ten rungs of the ladders write a word which may be made into a compound word.

In an envelope place words which may be used to make a compound word from the word on the rungs. The words should be placed on a piece of paper which is the same color as the ladder on which they will be used. Colored index cards might be used for this.



PROCEDURE: Three children participate in this activity, the object of which is to reach the top of the ladder first by filling the rungs with compound words. Remove words from the envelope and place, face down inside the Word Basket.

The child must make a compound word in the first rung and each rung that follows. If the word he draws at his turn does not fit the first empty rung, he must return the word to the basket and wait until his turn comes again. The child who fills all ten rungs with compound words wins the game. If he has created a word that is not used in the language, he forfeits the game and the two oponents continue until one completes his ladder.

OBJECTIVE: The child will be able to use contractions correctly.

MATERIALS: On a chart write short sentences which contain words that may be replaced by contractions. Example: can not, is not. On small pieces of tagboard write the contractions which may be used to replace words in sentences.

PROCEDURE: The child places the contractions from the envelope over the words in the sentences for which the contraction may be used.

OBJECTIVE: Each child will recognize words used to describe sensory impressions.

MATERIALS: Divide a chart into five vertical columns. Label each column as follows:

Can you see it?
Can you hear it?
Can you smell it?
Can you feel it by touching?
Can you taste it?

In an envelope place phrase strips which will be placed

under the appropriate heading:

-a cake baking	-a chocolate pie
-a red car	-an airplane flying
-a cold hand	-someone laughing

PROCEDURE: The child places the phrase strips under the correct heading in this individual activity. Naturally the first chart of this type which you construct should be the easiest one in a given sequence.

OBJECTIVE: Each child will define and use descriptive adjectives.

MATERIALS: Label a chart with the question "WHICH ONE?" Place at least ten small carefully selected pictures of objects which lend themselves to description. You might use a picture of a kitten, a caterpillar, a lemon, a cake, etc.

Place sentence strips in an envelope. The strips should contain sentences which describe the pictures. Examples:

This one is soft.	This one is fuzzy.
This one is sweet.	This one is sour.

PROCEDURE: The child places sentences under the corresponding pictures. If two students are working together, there should be some kind of oral response required.

OBJECTIVE: The student will use descriptive words in communication.

MATERIALS: On a chart place five headings. Under each heading list several words appropriate to the heading.

In an envelope place pictures of objects which may be described by words in the lists on the chart. Magazines, catalogs, old "out-of-adoption" texts, and weekly readers are excellent sources for pictures.

Depend on your children when possible to provide pictures.

What is the color?	How does it feel?	How big is it?	How do you use it?	What is it?
red	hard	little	eat it	food
brown	soft	large	chase it	fruit
green	wet	very tiny	throw it	animal
white	hot	huge	chew it	building
orange	cold	as big as I am	play with it	toy
blue	smooth	big as an ant	write on it	tool
purple	slick	big as a car	work with it	paper
black	rough			rock
yellow	silky			cloth

PROCEDURE: This is an activity for two children. Child <u>one</u> draws a picture from the envelope, careful not to expose it to child <u>two</u>. Child <u>two</u> asks, "What is the color?" He then reads the lists of colors until he names the correct one. He proceeds across the chart to the next question. He continues in this manner until he can correctly name the object in the picture. If child <u>two</u> guesses the name of the object before he gets to the last question he gets another turn. When he guesses the name of the pictured object, he gets to keep the picture. If he fails to guess the name, the picture goes back into the envelope.

When child <u>two</u> has had a turn, he then draws a picture and child <u>one</u> attempts to guess the name of the object. The child with the most cards at the conclusion of the activity wins.

OBJECTIVE: Each child will be able to spell words which he uses in writing about his experiences.

MATERIALS: On small cards cut from posterboard write spelling words (from spelling text). Place cards in box or packet.

PROCEDURE: Place cards face down in one stack on a table. Three or

more children participate with the first student taking a card, pronouncing it to the second child, and the second child must spell the word to claim the card. Missed words are returned to the stack and play continues until all cards are claimed. Student with most cards wins the activity.

OBJECTIVE: Each child will recognize rhyming words and sounds.

MATERIALS: Collect small pictures of objects the names of which rhyme, ie., man-can, pot-knot.

On a chart glue one of each set of pictures. Place the other set on small cards.

PROCEDURE: The child matches the picture on the card to the word on the chart.

OBJECTIVE: Each child will recognize rhyming sounds and the spellings which represent the sounds.

MATERIALS: On a chart glue pictures of objects, for which you write rhyming words. Place the rhyming words, written on small squares of heavy paper, in an envelope. Attach to poster.

PROCEDURE: The child matches the words to the picture the name of which rhymes with the word from the envelope.

OBJECTIVE: The child will place words in order to form a standard English sentence.

MATERIALS: Print three sentences in three different colors of ink or on different colored poster board. (You might also mount a picture which illustrates the sentence.) Cut the sentences into individual word blocks. Place words and three pictures in an attached envelope.

PROCEDURE: The child will place words of each set in order to form a sentence. Then the picture illustration may be matched to the sentence.

OBJECTIVE: Each child will be able to place words in sequential order to produce a sentence.

MATERIALS: On a chart draw five colored horizontal lines. Place appropriate punctuation at the end of each line.

In an envelope place words on colored cards so that each group of words of one color may be used on a line of the corresponding color to make a sentence.

PROCEDURE: The child will place all the words on the lines corresponding in color. Then the words may be arranged in order to produce a statement or a question.

OBJECTIVE: Each child will be able to place words in sequential order to complete a sentence.

MATERIALS: On a chart write the beginning of a sentence. Leave space for the sentence to be completed. At the end of the space in no particular order write the words needed to complete each sentence.

In an envelope place the same words which are written at the end of the sentences. The words in the envelope would be color coded to correspond with the sentences on the chart.

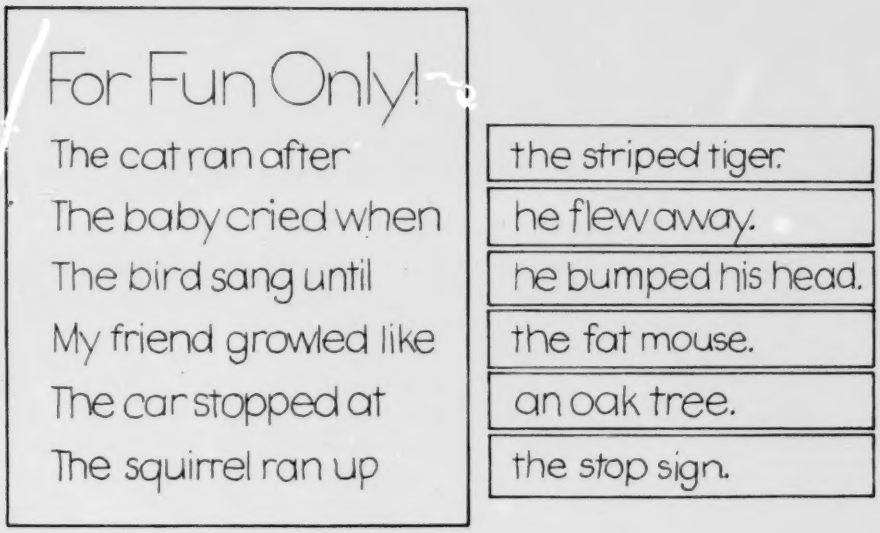
PROCEDURE: The child uses the words from the envelope to complete the sentences.

Note: Many similar charts of varying degrees of difficulty could be constructed for the more able students. A similar activity could be made that would utilize the same idea, but the student would be involved in developing paragraphs from a series of sentences.

OBJECTIVE: The student will recognize appropriate endings for sentence fragments.

MATERIALS: On posterboard write sentence fragments. Label the poster like the following illustration.

On strips made from a similar material (or heavy paper) write phrases which might sensibly conclude the sentences mentioned above. These strips are to be "scrambled" and placed in an attached envelope.



PROCEDURE: The child, working independently, will match sentence strips to fragments on the chart. The object of the activity is to avoid matching any phrases incorrectly, to create nonsense sentences.

OBJECTIVE: The child will use phrases to construct a sentence.

MATERIALS: In a packet place word phrases to be used in making four different sentences. Each of the four sets of phrases should be color coded, to form the sentences.

PROCEDURE: The child removes the phrases from the envelope and groups them by color. Then the phrases are placed in

order to form a sentence.

Note: This same activity could be used to form paragraphs from individual sentences.

OBJECTIVE: Each child will alphabetize words.

MATERIALS: On small flash cards write basic vocabulary words from reading or spelling texts.

PROCEDURE: Three or four children may engage in this activity. Place cards in stacks, one stack for each child. The first child picks up the top card from his stack. The second child does the same, then the third child. The children show their cards, and arrange the three words in alphabetical order. The child whose card is placed first when alphabetizing the words gets to keep all three cards. At the end of the activity the child with the most cards is designated the winner.

Note: This activity would be an excellent one for individual practice and reinforcement.

OBJECTIVE: The child will alphabetize words.

MATERIALS: In a manilla envelope place three sets of words done in colored ink to indicate sets.

PROCEDURE: The child removes the words from the envelope, groups according to color, and places the words on his desk in alphabetical order.

Note: Many activities involving the skill of alphabetizing can be easily employed in the classroom.

OBJECTIVE: The student will remove from a group of words the one word which does not relate to the others.

MATERIALS: Needed are several small envelopes, index cards cut in half, colored felt tip pens, and one large envelope or container.

In each small envelope place a set of words written on the index cards. Each set should be done in one color to avoid confusion if cards become mixed in container

Place one word on each card. All words except one in an envelope should be commonly associated words.

Example: cat, tiger, dog, lion, leopard

Place all small envelopes in a container with the top one having the least difficult sequence while the last one would be the most difficult.

PROCEDURE: The child removes one set of cards from the large envelope. He then lines the cards up and removes from the line that card which is not associated with the others. The child continues his work until all sets have been arranged correctly.

OBJECTIVE: The child will distinguish between real and fanciful situations and follow sequence in a story.

MATERIALS: Divide a chart into vertical columns. Label one REAL; the other MAKE-BELIEVE. Write two short stories which can easily be divided into four sections of two sentences each. Using eight small index cards write two sentences on each card. Each story should contain no more than eight sentences. If possible small illustrations for each card would be helpful to the student in choosing which heading a particular card should be associated with.

PROCEDURE: The child will remove each card from the envelope, read the sentences, and place the card under the correct heading of REAL or MAKE-BELIEVE.

After all cards have been placed in correct colums, the child then re-reads the cards and arranges them in proper sequential order.

As in any teaching method, evaluation is an integral part of the individualized approach. Teachers must devise their own method for record keeping and evaluation, but the following is suggested.

Label each activity according to subject and number consecutively as to difficulty. For example: Vowel-1; Vowel-2; Vowel-3; Vowel-4.

Prepare a chart for the child to keep at his desk and measure his own progress. It could be a simple mimeographed sheet that might look like the following illustration.

Vowels	Blends	Word Structure	Sentence Structure	Basic Vocabulary Words	Alphabetizing	Spelling
5	5	5	5	5	5	5
4	4	4	4	4	4	4
3	3	3	3	3	3	3
2	2	2	2	2	2	2
1	1	1	1	1	1	1

As a child completes a chart he will color in the designated block. (A student group leader may check some of the activities, the student may check some of his own by using self-checks incorporated into the activity, but the teacher will certainly want to check some activities in each series, especially the last few.

The teacher will also need a chart for keeping a record of each child's progress. A chart for each subject series of activities might be used. Something like the following illustration is suggested.

Name / Activities	Vowel	Vowel	Blend	Blend	Spelling	Spelling
Joe Jones						
Frank Doe						
John Johnson						
Sally Simms						
Molly Matheson						
Rick Brown						
Will Collins						
Meg Robertson						
Pamela Childes						

Indicate in the appropriate block the degree of success with which the child completes each activity. If there are several mistakes the first time he works on an activity, have the child repeat it again, before he progresses to the next activity in the series.